

THE CHILD'S
Or a SPEEDIE and EXACT WAY to
CHILDREN to KNOW their
LETTERS, SPELL and READ.
By a Delightful WAY of PLAYING
Together, or Alone, by NEW TOYS
Contrived for that End.



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SCHOOL PASTIME FOR Young CHILDREN: OR The RUDIMENTS OF GRAMMAR,

In an easie and delightful Method, for teaching of Children to read *English* distinctly, and write it truly.

In which, by way of PREFACE, a New Method is propounded for the fitting of Children first for *Trades*, and then for the *Latin*, and other Languages.

By JOHN NEWTON
Doctor in Divinity, and one of his Majesties Chaplains.

Haud facio ut quicquam dictum sit novum, quæro quod ad usum hodie dictum sit. Erasmus.

I cannot tell whether any thing be new, but I am sure that which is pleasant to [illegible]

LONDON *Printed* [illegible]
[illegible] Schoolmaster, [illegible]
[illegible]
WALTON, [illegible]



THE CHILDE'S ALPHABET

Or a SPEEDIE and EXACT WAY to teach CHILDREN to KNOW their LETTERS, SPELL and READ. By a Delightfull WAY of PLAYING See further hereof in D^r. NEWTONS SCHOOLE PASTIME for Children.

Printed Colored and sold by Rob: Walton at ye Dyall in Little Britton



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Haud scio an quicquam dicitur fœliciùs, quàm quod ludendo discitur. Erasmus
I cannot tell whether any thing be better learn'd, than that which is learn'd by Play.

LONDON *Printed, and are to be sold (with the Art of* Natural Arithmetick, *and the* Countrey-Schoolmaster, *in which the several Rules of* Arithmetick *are exemplified in a School method) by ROBERT WALTON, at the* Dyal *in* Little Britain.

BRITISH MUSEUM

To the Worshipful THOMAS FOLEY, Esq;

SIR,

TO provide for Childrens Education is, in the judgment of all men, not onely a very Charitable, but also a Pious work. Nor is the consideration of the matter, in which they should be instructed, or the Method and Discipline by which the Matter should be instilled, so light and trivial, but that it would well enough become the highest degree of men to prescribe the same, yea and command that these Directions be inviolably observed and followed: but higher matters do for the most part take up their time and thoughts, and as to this we may say with the Poet,

Non vacat exiguis rebus adesse Jovi.

Onely such low Shrubs as my Self have leisure enough to mind the instructing of Youth in their A. B. C. and You by limi-

ting your great Bounty for the moſt part to the fitting of Children for Trades, have given me as well the Boldneſs as the Opportunity of offering my Thoughts to your Conſideration and Judgment. It is the want of Mathematical Learning in Schools that makes us ſo weak at Sea, and ſo deficient in Manual Trades, yea and this Learning to be ſo little known and ſtudied in the Univerſities. Inferiour Schools would quickly furniſh them with ſuch Students, and they again would be thereby enabled to furniſh Schools with ſuch Maſters, as were able to inſtruct our Youth in thoſe Sciences: by which means the Walls of our Nation (I mean our Shipping) would be once more raiſed up to a Height beyond the contempt of our neighbouring Nations; who now I fear do think it as eaſie to leap over them, as it was for Remus *to leap over the Walls of* Rome: *but I would not adviſe them to make Experiment of it, leſt their Fate prove like unto his, and they alſo periſh in the very Attempt.*

By this means alſo, all Manufacture would be ſo improved, that no Nation under

der Heaven should be able to outdoe us in any honourable Undertaking, or to compare with us in wealth and plenty; there are no Arts like these to beget or advance a Trade, and for this onely reason I now lay these Papers at your Feet, and subscribe my self

Yours and his Countreys

Servant

J. NEWTON.

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To the READER.

I Shall not ask how *Schooling* for *Tongues* came at firſt to be in ſuch requeſt among Men, as now it is: the great uſe thereof, not onely for *Commerce*, but for the propagating of *Arts* and *Sciences*, will be a ſufficient Anſwer to all that can be objected againſt it. I onely ask, whether the learning of forreign Languages doth impoſe upon us any neceſſity of neglecting our own? or whether forreign Languages ſhould be learned before our own? or whether Children ſhould be put to the learning of the Latin Grammar, or any Rudiments tending towards it, before they can read their own Native Language diſtinctly, and write truly? I know that Children muſt firſt be taught to ſpeak ſome one Language or other, before they can be capable of any further inſtruction: but ſure, as it is not uſual, ſo neither is it reaſonable, that they ſhould be put to the learning of Exotick Languages, untill they have ſome skill in reading of that which their Nurſes firſt taught them; and though * Mr. *Hoole*, ſpeaks

* *Platform of teaching* Lillie's *Grammar*. c. 2.

ſpeaks of entring of Children into Grammar at ſeven years of Age; yet doth he require that a Child ſhould have his Reading perfect and ready in both the Engliſh and the Latin Tongue, and that he can Write a fair Hand, before ever he dream of Grammar; but how this doth conſiſt with a Child of Seven Years of age, eſpecially as Children are now trained up, is eaſie to determine: He ſeems to me rather to wiſh that Children of that age might be ſo fitted for Grammar, than to declare that any ſuch were ever brought to him; but Mr. *Mulcaſter*, the firſt Schoolmaſter of *Merchant Taylors School* in *London*, requireth more than this, he wiſhes that Children were not onely trained up very long, to make them perfect and ready in the Reading of the Engliſh and Latin Tongue, (*in the 5. Chapter of his Poſitions for the training up of Children*,) and be taught to write a fair Letter, and a faſt, for Plainneſs and Speed, and that his learning to Write be not left off, untill he be perfect in it, becauſe Writing being once perfectly gotten, ſaith he, doth make a wonderful riddance in the reſt of his Learning; for the Maſter may be bold to charge his Child with writing of his Task, when he finds him able to diſpatch with eaſe whatever is injoyned him; neither ſhall the Child, ſaith he, ever complain of difficulties after, which can Write and Read perfectly before; (*In the firſt part of his* Elementary,

mentary, *chap.* 11.) And what (ſaith he) if opportunity, either to go any further at all, or at leaſt to go ſo on, as their Friends did ſet them in, be ſuddainly cut off, either by loſs of Friends, or ſome other misfortune? were it not good that they had ſo much perfectly, as they are practis'd in? which being imperfectly had, will either ſtand them in very ſmall ſtead, or none at all. To Write (ſaith he) and Read well, which may be jointly gotten, is a pretty ſtock for a poor Boy to begin the World withall. (*In the aforeſaid* 5 *Chapter of his Poſitions.*) But for one intended for Grammar-learning, he addes not only Drawing with Pen and Pencil, but alſo Vocal and Inſtrumental Muſick, and all this before the Grammar be thought on; and for the attaining of theſe things, he matters not though a Child ſhould be kept in them, untill he were about twelve years old; for in the 11. *chapter* of the firſt part of his *Elementary*, he ſaith, *That a Child thus trained up ſhall learn the Tongue ſooner, and do more between Twelve and Sixteen, then from Seven to Seventeen, if he begin with this Train.* As for *Vocal* and *Inſtrumental Muſick*, the uſe we have of it in *Cathedral Churches*, and *Colledges*, doth occaſion ſome Children to be trained up in it, and even that is ſufficient to ſhew what may be done, and in ſome proportion the approbation of men that it ſhould. And as for teaching of Children to Read and Write, I think

think that all my Countrey-men (ſaith Mr. *Mulcaſter*, in the 5. Chap. of his *Poſitions*) will joyn with me, and allow their Children the uſe of their Letter and Pen; but ſome controverſie (ſaith he there) before the thing be conſiderately thought on, but none afeer may ariſe about the next, which is, to *draw* with *Pen* or *Pencil*, a Couſen German to Fair Writing, and of the ſelf ſame Charge. For Pen, and Pen-knife, Ink and Paper, Compaſs and Ruler, a Desk and a Duſt-box, will ſet them up both, and in theſe young years, while the finger is pliable, and the hand fit for frame, it will be faſhioned eaſily. And commonly they that have any natural towardneſs to *write* well, have a knack of *drawing* too, and declare ſome evident conceit in Nature bending that way.

Of theſe, he maketh *Reading* the firſt, and not without good reaſon; for the *Letter* is the firſt and ſimpleſt impreſſion in the Trade of Teaching: next to which *Writing* followeth, in ſome reaſonable diſtance after, becauſe it requireth ſome ſtrength of the Hand, which is not ſo ſoon ſtaid, nor ſo ſtiff to *write*, as the Tongue is ſtirring and ready to *read*. And yet if we but conſider the weak Capacities of tender Children, with the ſleights that muſt be uſed, to make them willing to look upon a *Book*, and how neceſſary it is that they ſhould be brought to it with all delight imaginable; we ſhall find it very expe-

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dient to begin with *writing*, as ſoon as may be. But in regard, as I ſaid before, that the *hand* is not ſo ſoon ſtaid, and ſtiff to *write*, as the *tongue* is ſtirring and ready to *read*; ſome other way may be thought on to teach a Child to know his *letters*, as an Alphabet with the picture of ſome Creature annexed, whoſe Name beginneth with the letter with which it is joyned, their Eyes being delighted with the Picture, they may very probably be induced to take notice of the form of the letter, whith which the name of the Creature doth begin; and then by ſhewing them the Letter in the Alphabet, ſet either orderly or confuſedly, they may doubtleſs in a ſhort time be brought to know them all, where ever they ſee them: and when a Child is brought thus far, he may with great facility be brought to *ſpell*, and ſo by degrees to perfect Reading; but yet to teach a Child to ſpell well, is a matter of no ſmall difficulty, for which *Amos Commenius*, in his Epiſtle to the Reader before his book, entituled *Orbis ſenſualium pictus*, tels us, that that book will afford a device for learning to read, without uſing any ordinary tedious *ſpelling*, the moſt troubleſome torture of wits; for having looked over, ſaith he, a Table of the chief *Syllables*, let the Child proceed to view the *Pictures*, and Inſcriptions ſet over them; where ſaith he, the very looking upon the thing pictured, ſuggeſting the name of the thing, will tell him

him how the Title of the Picture is to be read. And thus the whole Book being gone over, by the Titles of the Pictures, reading cannot but be learned: and when they are thus acquainted with the Titles, the often reading over the Book it ſelf, or thoſe larger deſcriptions of things ſet over the Pictures, will be able perfectly to beget a habit of reading. In order whereunto he there giveth theſe further Directions.

I. Let this Book be given to *Children*, to delight themſelves withall as they pleaſe, with the ſight of the Pictures, and making them as familiar to themſelves as may be, and that even at Home, before they be put to School.

II. Then let them be examined ever and anon, eſpecially now in the School, what this thing or that thing is, and is called; ſo that they may ſee nothing which they know not how to name, and that they can name nothing which they cannot ſhew.

III. Let the things named them be ſhewed, not onely in the Picture, but alſo in themſelves: for example, the parts of the Body, Cloaths, Utenſils in a Houſe, and ſuch like.

IV. Let them alſo be ſuffered to imitate the Picture by Hand, if they will, nay rather let them

them be encouraged, that they may be willing. *Firſt*, thus to quicken the attention, afterwards to the things, and to obſerve the proportion of the parts one towards another. *And laſtly*, to practice the nimbleneſs of the Hand, which, as he ſaith, is good for many things. And certainly, as Mr. *Hezekiah Woodward*, in his *Gate to Sciences*, Chap. 2. ſaith, the uſe of Images or Repreſentations is great, if we could make our Words as legible to Children as Pictures are, their information therefrom would be quickened and ſurer: but ſo we cannot do, though we muſt do what we can. And if we had Books wherein were the Pictures of all Creatures, *Herbs*, *Beaſts*, *Fiſh*, *Fowl*, and ſuch like, they would ſtand us in much ſtead: for Pictures are the moſt intelligible Books that Children can look upon. They come cloſeſt to Nature; nay, ſaith *Scaliger*, Art exceeds her. I will add yet one thing more; if we had Pictures, not onely of theſe things, but of all Utenſils in a houſe, or elſewhere, with their Names in *Greek*, *Latin*, and *Engliſh*, the looking over ſuch Books, would very much further a Child in his Reading, Writing, ad Drawing, and be no ſmall furtherance in his learning of the *Latin* and *Greek* Tongues alſo.

And becauſe the *drawing* of *Lines*, and making of *Circles*, is much eaſier than the making of a *Letter*, a Child ſhould be taught to handle

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his Rule and Compaſſes, and to make ſome plain *Geometrical Figures* at the ſame time while he is learning to Read and Write, which will teach him the better to hold his Pen, and further him much in his learning, not onely to *Write*, but alſo to *Draw*, for which we have now very many and good Directions, publiſhed by ſeveral for the uſe of young Beginners, and very many good *patterns* alſo, to Draw after, of all ſorts of *creatures*, by the Care and Charge of Mr *Walton*, in his Book entituled *Much in a little*, or *The view of the Creation*, in Eight parts: but that which I chiefly commend to you is that called the *Italian Academy*, or *Gentleman's Accompliſhment*. And when by the help of theſe, and the like directions, a Child ſhall be able to Read without ſtop or ſtudy any part of the *Church Service*, *Amos Comenius* his *Orbis ſenſualium pictus*, *Æſop's Fables*, *Herbert's Poems*, *Quarles's Emblems*, and ſuch like books in Proſe or Metre, Write a fair and legible Hand, and hath attained to ſome competent skill in *Arithmetick* and *Geometry*; I am bold to ſay, that it would certainly be more advantageous, not onely for Children, but for the Common Wealth, if in ſtead of the Rudiments in the Latin tongue they might be taught the Arts of *Aſtronomy*, *Rhetorick*, and *Logick* in their own. The want of the firſt of theſe, to wit Aſtronomy, is the occaſion of no ſmall defect in our Seamen;

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and certainly if children of eleven or twelve years of age are capable of reading Rhetorick in the Latin Tongue, they muſt be thought much more capable of it in their own: and as for Logick, it hath an affinity to Rhetorick, and Rhetorick ſuch a dependance upon it, eſpecially in the Oratorical part, that it needs muſt be accounted lame without it. But yet I would not have theſe Youths ſo much imployed in the ſtudy of them, but that ſtill ſome time ſhould be allotted for a further progreſs in Arithmetick and Geometry, and in reading of *Engliſh* books as well Hiſtorical, as Moral and Divine, and as they read them, they ſhould be inſtructed to collect for future uſe all the Polite and Rhetorical expreſſions, all examples of Virtue, with ſuch Arguments as may ſerve to incite men to the imitation, and inſtances of the ſeveral miſchiefs that have befallen men addicted to Vice and Licentiouſneſs, of all living Similitudes, Proverbial Speeches and Sayings of Wiſe men, and ſuch like, the better to enable them from their own Reading to write *Letters* and *Epiſtles*, to furniſh them with Diſcourſe, ripen their Judgments, and make them fit for Imployment in the World. And all this may be done by reading of Books in our own Language, as well as in any other whatſoever: And were our Young Gentlewomen (who for the moſt part aſpire to no more than their Native language) thus brought up, a little

little time would ſerve to convince us, that *Engliſh Orthography* hath not ſuch an abſolute dependance on the *Latin Tongue*, as almoſt a general Tradition would make us believe: but that our Tongue hath in it ſelf ſufficient matter to work her own Artificial Directions for the right writing thereof; it muſt be acknowledged ſure, that every *Speech* and *Language* hath an *Idiom* proper to it ſelf: or ſhall the *Engliſh* onely be denyed that Priviledge or Prerogative? or be conſtrained to learn from a Forreign Language that Idiom which is proper to our own? or is it indeed poſſible that the Idiom of our own Tongue ſhould be learned by the bare underſtanding of another to which it is a ſtranger? It is ſufficiently known, that a great part of the *Engliſh Tongue* hath no dependance at all upon the *Latin*, and I had almoſt ſaid upon no other language. And for ſo much thereof as is purely and abſolutely its own, I cannot underſtand why the Rules for the true Writing thereof, may not be derived from it ſelf, as well as the Rules for the true writing of *Latin* are or may be derived from the *Latin Tongue*. And as for thoſe words which are of a Forreign Extraction, they are not all derived from the *Latin*, but ſome from the *Greek* and *Hebrew*, ſome from the *Italian*, *Spaniſh*, *French*, *Dutch*, and other languages. If thoſe words therefore which are derived from the *Latin Tongue*, cannot be truly written in

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our own, without ſome competent knowledg in the *Latin*; the ſame may be ſaid for other Languages, and ſo the learning of them alſo, muſt needs be neceſſary to make us expert in the true Writing of our own, which yet I find not to be alleadged by any.

The *Etymon* of a Word doubtleſs cannot be ſo exactly known, without ſome knowledg of that Language from whence it is derived; but may I not know the Senſe and Meaning of a Word, unleſs I can tell from whence it cometh. The common uſage of ſuch Forraign Words, at what time, or by what means ſoever they were firſt brought into our Tongue, is ſure ſufficient to teach us the common Senſe and Meaning. And ſo likewiſe the Authority of the Learned in their Writings, is a ſufficient juſtification for the Spelling of any Word in this or that manner.

Again, theſe Forreign Words, which are now as it were incorporated into our own Tongue, were not all brought in at once; but as the Inhabitants of our Countrey were more and more ſtudious in the Reading of Books, and more induſtrious in advancing *Trade* with Forreign Nations, and pleaſed themſelves with far Travel; ſo were new Words added to our Tongue, and became as it were Free Denizons amongſt us. And as perſons of another Nation that are incorporated amongſt our own, do

ſwear Fealty and Allegiance to our Prince, and Obedience to his Laws; ſo likewiſe thoſe Forreign Words, which are ſo freely and frequently uſed amongſt us, are to be Written according to thoſe Rules by which we Write our own; which the Learned *Mulcaſter* in the 12. *Chapter* of the firſt Part of his *Elementary*, ſaith, ought to be the ſame with thoſe by which the true Writing of the moſt Antient Language was at firſt aſcertained; and theſe, as he ſets them down, are Sound, Cuſtom, Reaſon, and Art.

And certainly, if a Child be taught the true and genuine Sound of his Letters, with the cuſtomary Spelling of Words and Syllables, as Reaſon and Art have now for a long time eſtabliſhed them, he muſt needs in a ſhort ſpace be ſufficiently inſtructed in the true ſpelling and writing of the *Engliſh Tongue*.

But here I meet with ſome Objections, which I think my ſelf obliged to Anſwer, at leaſt as far as my little underſtanding reacheth.

And firſt I have been asked whether the bringing of all the Liberal Sciences into *Engliſh*, would not be deſtructive to thoſe two famous Univerſities of our Land, *Oxford* and *Cambridg*? To which I anſwer, that I have no thoughts of impeding the Glory of thoſe two, now once more flouriſhing Seminaries of Learning and of Religion, from the one of which I did my ſelf receive the Rudiments of that little proportion

tion of Knowledg that I have; but how this proposal of mine should at least deprive them of their present or future Glory, I am I confess as yet not made sensible. For as for *Grammar* and *Rhetorick*, a Lad is not thought fit for either University, untill he be instructed in them; and as for *Arithmetick*, *Geometry*, *Musick*, and *Astronomy*, if he may not be instructed in them while he is at School, I pray tell me where he shall? I fear, that upon a slender Examination it will be found, that very few, if any, of the Tutors in the University have made them any part of their own Studies, and therefore as it is not their practice, so neither have they ability to inform their Pupils. But if this were not so, certainly very many men would send their Sons to the University to learn these Sciences, and afterwards take them away to make Cabin-Boyes; so that I think this Objection is fully answered to all the Sciences, except *Logick*, which yet is also taught in some Schools, though not in all: and why this should be any more prohibited than *Grammar* or *Rhetorick*, I do not understand, seeing an Introduction in it is onely aim'd at, and that the *Tyroes*, for the first two years, are obliged when they are in the University to come not onely to *Rhetorick*, but also to *Grammar* Lectures, as well as *Logick*: but if they should, while they are at School, attain to a greater degree of perfection in those Sciences,

than I for my part dare promiſe they will, even to as great as may be thought neceſſary, there is yet other learning enough wherein to imploy themſelves, while they remain in the Univerſity, to wit, not onely *Moral* and *Natural Philoſophy*, but alſo *Metaphyſicks*, and the ſtudy of the *Tongues*, and all this before they come to make their choice of one of theſe three honourable Profeſſions, of *Law*, *Phyſick*, and *Divinity*, either of which will alſo require ſome part of their time.

Some again, I know, object a ſuppoſed difficulty, which their own Ignorance hath framed for them, againſt this way of Education. One tels me, that Children are here deſired to learn that which many men do not underſtand: and this I confeſs to be true; but where's the Obſtruction? In the Things, or in Themſelves? Children in former Ages, as in the dayes of *Plato* and *Ariſtotle*, were thought capable, not onely of *Aſtronomy* but of *Philoſophy*; but ſome of two or three and twenty years old are now found uncapable of telling how many 7 and 2 do make, and theſe quick wits (I doubt not) would attain to an excellent degreee of perficiency in the Latin Grammar. I am aſhamed to name ſome other Objections that I meet with, which either the Schoolmaſter's profit, or reſolv'd ignorance hath brought to mine ears; and therefore in ſtead of anſwering them, I onely

wiſh

wiſh that the people of this Nation would conſider, how great a cheat too many of our Grammar-Maſters put upon them; as alſo how great burthen that vaſt number is to the Common Wealth, to ſay nothing of our Writing-Maſters, who yet are moſt of them as ignorant in Arithmetick, as our Grammar-maſters are of the other Sciences.

But how, will ſome ſay, do Grammar-maſters put a cheat upon the people? why thus, they cheat the Parents of their money, and the children of their time, taking in the Children to be inſtructed in the rudiments of the Latin Tongue, before they can either write or read, and teaching them in a method quite contrary to what is preſcribed in the Epiſtle uſually printed before the common Accidence: if ever they will juſtifie themſelves, they muſt either get that Epiſtle left out, or conform themſelves to it. But all they care for is the Parents money, and as for the Children, let them learn or be whipt; and thus they make more Blockheads than ever God made, and ruine more Children with their ſevere Gliſter-pipes, than ever they made with their inſtructions. St. *Paul* tels us, that thrice he received forty ſtripes ſave one, but ſeveral of theſe Whipping-maſters have exceeded that ancient *Roman* cruelty; they have uſed greater ſeverity to their Scholars, than our Laws preſcribe for common Rogues and Vagabonds. And Mr.

Tuſſer

Tusser, as a Monument thereof, hath left these Distichs upon record.

From Pauls *I went, to* Eaton *sent,*
To learn straightways, the Latin Phrase,
Where fifty three, stripes given to mee
At once I had;
For fault but small, or none at all,
It came to pass, so beat I was:
See, Udall, *see, the mercy of thee*
To me poor Lad.

Besides of these vast numbers that are daily sent unto them, how few are intended for any learned profession, and when their time is almost quite spent, they send them to a Writing-master, to teach them that in three months, which they should have been learning all their former years, and for the want of such Education do, when it is too late, find, without all help of recovery, how unable they are to manage those Trades, by which not onely themselves and families must now live, but even the whole Nation be upheld in riches and honour.

And whether the number of these Schools be a burden to the Common wealth or not, let (good Reader) thine own Experience, as well as the judgment of one of the most learned men that ever *England* had, I pray convince thee, I mean Sr. *Francis Bacon*, who in his Advice to

King

King *James*, concerning the building of *Sutton's* Hoſpital, writeth thus. "I am of opinion with one "of the wiſeſt men in Your Majeſties Domini-"ons, that there are too many Grammar-ſchools "already, and therefore I think it needleſs to "erect more, where there is already an exceſs; "for they are an occaſion of a want and an o-"overflow, of a want of Servants in the Coun-"trey, and Apprentices in Towns, and of an o-"verflow of Scholars: for by this means "more Scholars are daily bred, than all the Pre-"ferments in your Majeſtie's Dominions are "able to provide for, and ſo they become un-"capable of other Profeſſions, and unprofitable "in their own, and at laſt become *materia re-rum novarum*. It were no hard matter to be infinite in this ſubject, *ſed Cynthius aurem vellit*; what I have written more of this ſubject, is to be ſeen in my *Scale of Intereſt*. In this place I will onely add, that my apprehenſions of the great Good that might be done this Nation, by teaching all the Sciences in the *Engliſh* Tongue, hath made me give both thee and my ſelf this trouble; not onely of this Firſt part of an *Engliſh Academy*, or the *Rudiments of Grammar* for the Engliſh Tongue, but alſo of *Arithmetick*, in a plain though differing method from moſt others, which is now alſo ready for the Preſs, and which with my *Mathematical Elements*, Mr. *Playford's* Introduction to *Muſick*, my *Aſtronomia Britannica*,

tannica, and my *Rhetorick* and *Logick*, now at last ready to be made publick also, will make up the number of the seven Liberal Sciences, which I have here reckoned up in that Order, in which I conceive they ought to be learned. And all this being first learned to some good degree in our own Tongue, it is hard to imagine what wonderful proficiency a Child must needs make afterwards in the Latin and Greek Tongues, and that in a very short time too: if any think otherwise, I leave them to enjoy their own Opinions, but hope withall that it will not be offensive to any, that I have thus freely delivered mine, and therefore shall conclude with *Lipsius*,

—Si quid novisti rectius istis,
Candidus imperti, si non, his utere mecum.
If any better Rules thou know'st, please
To impart them; or else make use of these.

TO THE TEACHERS OF ENGLISH.

YOu are they by whom Learnings Foundation must first be laid, but I fear that all of you are not so well acquainted with the Method of Teaching, as that you should despise the Directions of a By-stander, though I perhaps have not so exactly hit the Mark, as that my Advice should be received without control, yet for the respect I have to such tender Plants, as come under your tuition, I have adventured to publish my thoughts for their Instruction; and because the Method I have propounded is very different from most, if not all others, give me leave to tell you, what I had in my aim when I composed it, that you

may the better inform thoſe, that are not without an Inſtructer, in any degree capable of informing themſelves: The firſt thing then, which a Child as I think ſhould be acquainted with, is the ſhape of Letters, and that ſo well, as that it be able, not only to call them by their uſual names, but alſo to pronounce them according to their proper ſounds, a thing which my obſervation tells me, hath not only been formerly, but is ſtill too much neglected; and both theſe you may find ſet down in the third page; in which you being your ſelves inſtructed, I am perſwaded, that the Pictures herewith Printed (whether uſed as a Book, or made up into Cards) will be a good inducement for ſuch tender Infants to caſt their Eyes upon the ſhapes of the ſeveral Letters, and by acquainting themſelves with the name of the Picture, they will be alſo, and with great delight, ſoon acquainted with the ſhape and name of their Letters, and without much trouble with their ſounds alſo; and as ſoon as this ſhall be effected, the reſt of the work, may be made leſs toilſome to the Teacher, and more delightfull to the Learner, than by troubling their Brains with ſpelling in a Book, and confining them to their places, whilſt others are taught in like manner, and that by the help of theſe Pictures made into Cards; for if the Teacher would cauſe as many Children, as well may, to ſtand about a little

Table,

Table, and then throw down the Cards containing the Letters, which make the Syllable or Word, in the ſpelling whereof he would inſtruct them, ſurely they would learn the thing much ſooner and with more delight, than by pointing with a ſtuſtue to the Letters in a Book, and more of them would learn together alſo; were Children by this means taught ſuch Syllables as are made by ſetting one Conſonant before a Vowel, then ſuch as are made by ſetting two Conſonants before a Vowel, and laſtly with three, and to practice the ſame among themſelves while the Teacher is buſie in inſtructing others, certainly it could not be long before they would know all thoſe Syllables where-ever they ſhould ſee them, yea, and be able not only to divide any Word into its proper Syllables, but to pronounce it alſo at firſt ſight. And here I think it not amiſs to mind you of one general miſtake in the pronunciation of *ce* and *ci*, to wit, *ke* and *ki*, whereas *ce* muſt be always pronounced like unto *ſe*, and *ci* like unto *ſi*. And when they are well acquainted with ſuch Syllables as have one or more Conſonants before a Vowel or Diphthong, let them be alſo acquainted in like manner with ſuch Syllables, as have one or more Conſonants after a Vowel or Diphthong, but let not their little underſtanding be perplexed with the pronouncing of ſuch Syllables, as do neither begin nor

end an *Engliſh* Word, the knowledge of ſuch as are certain and common will be ſufficient for them. And this being thoroughly done, ſo that you can ſhew them no Syllable or Word which they cannot truly pronounce, it is practice only which muſt perform the reſt: And after they have well acquainted themſelves with the uſual Prayers of the Church, the Church Catechiſm, *David*'s Pſalms, and Youths Behaviour, let them proceed to the Grammatical Catechiſm, by which the former Notions received by the Ear, will be more and more confirmed unto them, and a good foundation laid not only for Reading and Writing the *Engliſh* Tongue, but alſo for the Learning of any other Language: Very much of what I have here delivered, hath been formerly practiſed by Mr. *Rot* and Mr. *Robinſon*, and for ſome years paſt by Mrs. *Jone Travel* at the *Dial* in *Little-Britain*, and that with ſuch wonderful ſucceſs, as is ſcarcely to be believed by any that have not ſeen it; long may this good Woman live, to Gods glory, and the ſervice of her Country; & I pray God to raiſe up more ſuch able Inſtructors of tender Infants. And as Children may be inſtructed in the knowledge of their Letters, and the ſpelling of Words by Cards, ſo may they alſo be inſtructed in the knowledge of the Figures uſed in Arithmetick, and by a pair of Dice with 4, 5, 6, 7, 8, and 9, ſet upon

them,

them, they may, in the like ſporting manner, be taught the ordinary and moſt uſeful parts of Arithmetick; as ſuppoſe two Children were ſet to play for Apples, or Nuts, or ſome ſuch thing, and let that Child win, that by the continual addition of the ſum of his Caſt ſhall firſt come to an hundred; not only the two Children which are at play, but all the by-ſtanders will readily learn to know, that 7 and 8 do make 15, that 9 and 8 make 17, and ſo for any other; Subduction in ſmall numbers may thus be learned alſo, let them deduct their ſeveral Caſts from the ſum that made their former Game, to wit, one hundred; until that nothing be left; and he that can firſt pull down his hundred, ſhall win the Game again: Laſtly, by practice they will this way learn the Multiplication Table alſo, but then you muſt make the Game to be two or three hundred, becauſe by Multiplication it will quickly come to thoſe ſums. And now it were to be wiſhed, that a Child of four or five years of Age might be ſet to Writing, for which purpoſe I have annexed one ſtanding Copy, in a good legible and uſeful hand, containing as much as I think will be neceſſary for one years practice at leaſt, and is indeed an Epitome of this little Book, and theſe Copies may be had in red as well as in black, and a Child tracing them over with Ink, will in a ſhort time produce ſo great a

pro-

proficiency, that I dare say, no man shall ever repent of the charge that this will put him to in his Childs instruction, it being of it self very inconsiderable: And by the writing of this only Copy, a Child will in a short time be thoroughly acquainted with such two or three Consonants as can begin an *English* Word, which will be a great direction for the true dividing of Words into Syllables; and when once they can write a good legible Hand, the writing out of pious and witty Sentences, elegant Expressions, and such like, into their Note-book, and being careful to follow their Printed Book in the Orthography, will in a short time enable them to write truly, as well as read distinctly; for it is remarkable, that many who can read any *English* Book very readily, and in a laudable tone; yet when they come to express their mind in writing, they are not only to seek for good and apt words, but even that which they do write, is spelled so wretchedly false, that after it hath lain by a while, they can scarce make sense of their own writing; the which defect would be very much helped, if Children were first taught to write well, and then exercised in gathering of Phrases, and writing of Letters and Epistles; until they are able to do this, Teachers should set some time apart in examining their Scholars, and hearing their Scholars to pose and examin one another

in

n the ſpelling of words that they think moſt
ard and difficult: This, together with thoſe
Rudiments which are delivered in this Gram-
natical Catechiſm, will more conduce to their
rue writing of *Engliſh*, than the learning of
he *Latin* Grammar poſſibly can: Were theſe
ew Directions but put in practice, I am very
confident, that a little time would make it ſo
evident, that this is the moſt profitable as well
s the moſt delightful way of Teaching, that
our Eyes would beat it into our Underſtandings,
nd our judgment would be convinced by what
would be this w[illegible] effected. In the mean time,
et every one do [illegible] he is perſwaded in his own
mind.

JOHN. NEWTON.

SCHOOL-

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8 N059

A.a Aye



B.b Bare



C.c. Cock



C.c. Cissers



D.d. Dog



E.e. Eagle



F.f. Fox



G.g. Goate



G.g. Giant



H.h. Horse



I.i. Idiot



J.j. Jackdaw



K.k. King



L.l. Lion



M.m. Munkie



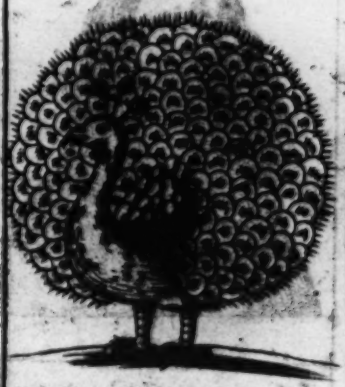
N.n. Nightingal



O.o. Oxe



P.p. Peacock



Q.q. Queene



R.r. Ram



S.s. Swan



T.t. Turkycock



V.v. Viol



U.u. Unicorne



W.w. Woodcock



X.x Xerxes



Y.y. Yellowhammer



Z.z. Zachary





8 N059



Of the Characters *or Shapes of the* LETTERS, *with their* Names, *agreeing to their* Sound.

A LETTER is the leaſt part of an articulate Voice, of which by conjunction are made Syllables and Words. It is called an Articulate voice, ſuch as is uſed by Mankind, to diſtinguiſh it from the Voice or Sound made by other Creatures, commonly known by the Name or Stile of *dumb Creatures*; not ſo to be underſtood, as if they had no Voice, or made no Noiſe, but they are ſtiled *dumb Creatures*, becauſe their Voice or Sound is not properly expreſſable by any Characteriſtical or Literal Notes.

The *Letters* are diſtinguiſhed into *Vowels* and *Conſonants*, according to theſe Diſticks.

Letters *make* Syllables, Syllables Words,
And Words *do make the* Books *this World af-*
fords;
Theſe into Conſonants *and* Vowels *be*
Diſtinguiſhed; Vowels *are two and three,*
The reſt are Conſonants, *of which Some* Mutes,
Some Semi-vowels, *and thoſe without diſputes*
Are Liquids *Some*, S *is at's own command.*
Some Double Conſonants * *where e're they ſtand.*
* x z

The Vowels *are* a e i o *and* u.
j v
y

To each of which, that you may give its due,
Be pleas'd to know, that A *and* E *and* O
Are now, and ever will for Vowels *go.*
The other two, as V *and* J *like Apes,*
Do change their Names, together with their
Shapes.
And when they changed are, then by and by
The U *is called* Vu, *the* J is Gi.
The Letter y *which underneath doth ſtand,*
Is Conſonant *or* Vowel *at Command:*
A Conſonant *when it doth lead the Rank,*
A Vowel *when i'th' mid'ſt, or in the Flank.*

Shape

Shape.	*Name.*	*Sound.*	*Example.*
A a	a	a au	Ape aule ale.
B b	bee	bee	A bee bear.
C c	cee	cee kee	Cider Cat.
D d	dee	dee	Dog.
E e	e	e	Eel.
F f	ef	fee	Feet Fox.
G g	gee	gee	Ginger.
G g	ghee	ghee	Geeſe.
H h	ach	Hee	Horſe.
J i	i	I Ji	Idiot Jay
K k	ka	kee	King.
L l	el	lee	Lyon.
M m	em	mee	Miſer.
N n	en	nee	Noſe.
O o	o	o	Oxe.
P p	pee	pee	Peter.
Q q	qu	quee	Queen.
R r	ar	ree	Rattle.
S s	es	es	Seal.
T t	tee	tee	Titmouſe.
V u	you	vu	Vultur.
W w	double u	wee	Will.
X x	ex *or* ecs	xee	Xerxes.
Y y	weè	weè	Yew-tree,
Z z	ezard	Dzee *or* Zee	Zealous.

m	ma	mo	me	mu	mi
n	na	ni	ne	nu	no
ſ	ſe	ſo	ſa	ſi	ſu
f	fi	fu	fe	fa	fo
v	va	vi	vu	ve	vo
d	de	da	do	du	di
b	ba	bi	bu	be	bo
l	lo	le	la	li	lu
r	ri	ra	ro	re	ru
g	ga	go	gu	gi	ge
k	ke	ka	ku	ko	ki
z	za	zu	zi	ze	zo
w	wi	wa	wo	we	
t	ta	te	ti	to	tu
y	ya	ye	yo	yi	
p	pa	pe	pi	po	pu
j	ja	ji	ju	jo	je
c	ca	co	cu		
s	sa	se	si	so	su
x	xa	xi	xo	xu	xe

m	am	om	em	um	im
n	an	in	en	un	on
ſ	eſ	oſ	as	is	us
f	if	uf	ef	af	of
v	av	iv	uv	ev	ov
d	ed	ad	od	ud	id
b	ab	ib	ub	eb	ob
l	ol	el	al	il	ul
r	ir	ar	or	er	ur
g	ag	og	ug	ig	eg
k	ek	ak	uk	ok	ik
z	az	uz	iz	ez	oz
t	at	et	it	ot	ut
p	ap	ep	ip	op	up
c	ac	oc	uc	ic	ec
s	as	es	is	os	us
x	ax	ix	ox	ux	ex

m	ma	mo	me	mu	mi
n	na	ni	ne	nu	no
ſ	ſe	ſo	ſa	ſi	ſu
f	fi	fu	fe	fa	fo
v	va	vi	vu	ve	vo
d	de	da	do	du	di
b	ba	bi	bu	be	bo
l	lo	le	la	li	lu
r	ri	ra	ro	re	ru
g	ga	go	gu	gi	ge
k	ke	ka	ku	ko	ki
z	za	zu	zi	ze	zo
w	wi	wa	wo	we	
t	ta	te	ti	to	tu
y	ya	ye	yo	yi	
p	pa	pe	pi	po	pu
j	ja	ji	ju	jo	je
c	ca	co	cu		
s	sa	se	si	so	su
x	xa	xi	xo	xu	xe

m	am	om	em	um	im
n	an	in	en	un	on
ſ	eſ	oſ	as	is	us
f	if	uf	ef	af	of
v	av	iv	uv	ev	ov
d	ed	ad	od	ud	id
b	ab	ib	ub	eb	ob
l	ol	el	al	il	ul
r	ir	ar	or	er	ur
g	ag	og	ug	ig	eg
k	ek	ak	uk	ok	ik
z	az	uz	iz	ez	oz
t	at	et	it	ot	ut
p	ap	ep	ip	op	up
c	ac	oc	uc	ic	ec
s	as	es	is	os	us
x	ax	ix	ox	ux	ex

bat fox red hul was ſob wel
ſad jet cul dul him wit pot
rod cog jig gig god dog rig
hip nib ſit ren bed her hop
num lun ful duf rub bug
dun nub ſut run cul cup bud
rug yet pul gap fix web nun
rid rot pip cul did hap nor
beg hil pad nag pig had met
gun pil man fil vil but pen
ſun.

bide bile bite cape fire fore
bid bil bit cap fir for
gape here hide hope made
gap her hid hop mad
note ride rode ware wine uſe
not rid rod war win us

A.

Blab crab drab ſcab ſtab tab. Brace face grace lace mace pace place. Back black clack crack hack jack. Bad clad glad lad mad pad ſad. Blade fade jade lade ſhade ſpade trade wade. Chaff graffe quaff ſtaff. Bag crag dag drag flag hag jag lag nag. Age cage gage page rage ſage ſtage ſwage. Day lay may nay pay play pray ray. Faint paint plaint ſaint. Air chair fair hair pair ſtair. Ake bake brake cake drake flake lake make. Ale dale gale hale male pale ſcale. Balk chalk ſtalk talk walk. All ball call fall gall hall ſmall ſtall. Balm calm palm plalm. Halt malt ſalt. Mamme ramme blame dame fame flame frame game lame name ſame ſhame tame. Camp champ cramp damp lamp ramp. Blanch branch hanch panch ſtanch. Band brand hand land ſand ſtand wand. Dane cane crane lane mane pane wane. Bang hang pang tang. Range grange ſtrange. Bank crank dank flank frank lank plank. Pant plant ſcant want. Cap chap clap crap gap hap lap map nap pap rap ſap. Grape nape rape ſcape ſcrape ſhape. Starre warre. Arch march parch ſtarch. Hard lard ſhard ward yard. Dwarf ſcarf wharf. barge charge large. bark cark clark dark lark mark park ſhark ſpark. barm charm farm harm

ſwarm warm. barn warn yarn. Carp harp ſharp. baſe caſe chaſe caſh claſh craſh daſh flaſh gaſh gnaſh laſh plaſh quaſh raſh ſlaſh traſh waſh. Cask flask lask mask task. Catch cratch hatch latch match patch ſcratch ſmatch thatch watch. bate date. brave cave crave grave have knave. Chaunce daunce launce traunce. Change ſtange. Aunt chaunt daunt flaunt haunt. Mawl ſpraw dawn brawn ſawn pawn ſpawn ſtrawn yawn. Flax tax waxe. blaze gaze.

E.

Bleach breach peach preach reach teach. Steere teare weare yeare. Earth dearth hearth Feaſt beaſt leaſt. beat bleat cheat ſeat great treat wheat. breath death heath ſheath. Cleave heave leave reave weave. beck cheek deck neck peck ſpeck wreck. Hedge pledge ſedge ſledge wedge. Beech breech ſpeech Bleed breed creed. Pelf ſelf ſhelf. Elme helme whelme. Help whelp yelp. Felt belt melt pelt welt. Fence hence thence whence. Bench drench french tench trench wrench. Bend blend friend lend mend ſend ſpend tend. Bent dent rent tent vent. Leſs meſs preſs. Beſt breſt cheſt creſt gueſt. Blew brew chew clew crew dew few hew mew new pew few ſhew ſhrew ſtew view yew.

I.

I.

High nigh thigh. bib crib rib ſquib. bribe gibe kibe ſcribe tribe. Ice dice nice price rice ſlice ſpice thrice trice twice vice. Itch bitch ditch vitch ſtitch pitch rich ſtich ſwitch twitch which witch. brick crick kick lick nick pick prick quick rick ſick ſlick. Chide guide hide pride ride ſide ſlide. Riſe ſtriſe wiſe. Cift lift ſift ſhift thrift. Trig twig. Dike like pike ſtrike ſtrike. Smile ſtile tile vile while wile. Gilt guilt hilt milt quilt ſtilt tilt Brim dim grim. Binde blinde finde grinde hinde kinde minde rinde winde. Brine chine dine fine line mine pine rine ſhine wine. Bring ſting king ring ſling ſing. Cringe fringe hinge ſinge ſwinge. Blink link pink ſink ſtink think wink. Dint flint hint lint mint print ſplint. Bird gird third. Ire dire fire hire mire. Squirt. Birth girth mirth. Guiſe priſe riſe viſe. Diſh fiſh piſh wiſh. Briſk friſk. Criſp liſp wiſp. Fiſt liſt miſt twiſt wriſt. Flight fright knight light might plight right wright. Pith ſmith ſith with. Lithe blithe ſithe. Give live ſive. Dive drive ſive hive rive. Shive ſhrive thrive wive. Fix flix mix ſix.

O.

IO.

Bob job lob rob throb ſob. Globe Jobe robe. Brock clock cock dock ſhock ſock ſmock ſtock. Odde rod dod God nod plod rod. Broad goad load road. Hog jog log ſhog. Cough dough though trough through. Ought nought thought. Toil. Coin join loin. Joint point. Noiſe. Pole ſole jowle powle prowle rowle ſcrowle towle trowle. Old bold cold ſold gold hold mold ſtold. Combe womb. Forme mome. Prone ſtone tone lone. Long prong ſong ſpong ſtrong throng thong wrong. Food. Scope ſlope ſope trope. Porch ſcorch torch. Cord ſword gourd horde lord word ſword. Store whore. Cork fork pork ſork york. Dorm form ſtorm born corn horn morn ſcorn thorn. Force. Fort port ſort ſhort ſmort ſport. Forth north worth. Boſs troſs. Roſe loſe noſe poſe proſe roſe thoſe noſe. Broth cloth both froth moth ſloth growth. Dove glove love ſtove. Bough plough bow brow cow how mow now prow ſow trow vow. Ouch couch crouch mouch pouch. Cloud croud loud proud ſhroud. bound ground hound pound round ſound ſwound. Doubt ſtout gout grout hout lout pout. Brown clown crown down drown flown gown town. box fox.

U.

Cub club dub grub nub rub ſcrub ſhrub ſnub ſtub tub. buck cuck duck luck muck pluck ſuck truck tuck. budge drudge grudge judge trudge. Dump frump hump jump lump plump pump. bunch clunch hunch lunch punch. bung dung young. Grunt hunt runt. Cure dure lure pure ſure. Jurk lurk. Churl curl hurl purl. burn mourn turn. burs curs nurs purs. burſt curſt. bruiſe. bluſh bruſh huſh cruſh fluſh guſh puſh ruſh tuſh. busk husk luſk muſk tuſk. Cruſt duſt guſt juſt luſt muſt ruſt thruſt truſt. brute flute fruit lute mute lute.

Words *of one* Syllable *beginning with One* Conſonant.

B Baſe beſt bird bold buſh.
C Call cell cite cock cup.
D Dame den dine dog duck.
F Face fence fine force full.
G Gall get gird gold gut.
H Hat hedge hide horſe hunt.
J Jack jeſt joint juſt.

K Kept kind King kiſs.
L Lamb lend line Lord luſt.
M Man mend mind mock muck.
N Name net night noſe nurſe.
P Parch pen pin poſt purſe.
R Rack rend ring rock rule.
S Sad ſet ſit ſot ſup.
T Talk tell time torn turn.
V Vault vent vice vow
W Wall well will worm.
Y Yard yell yoke young.
Z Zeal.

Words *of One* Syllable *beginning with two* Conſonants.

Bl Blame bleſs blind block bluſh.
Br Bran bread bribe broth bruſh.
Ch Chalk cheſt child chop churl.
Cl Claſp cleanſe clip clock club.
Cr Crab creep crib croſs cruſh.
Dr Drab drench drink droſs drudge.
Dw Dwarf dwell.
Fl Flame fleſh flight flock flute.
Fr Frank fret fring front frump.
Gl Glad glean glide globe glut
Gn Gnaw gnaſh gnat.
Gr Grace great grinde grove grudge.
Kn Knack knee knife knot.

Pl Place pledge plight plot plunge
Pr Pray preſs price prone prune
Sc Scarce
Sh Shade ſhew ſhine ſhock ſhun
Sk Skin
Sl Slack ſledge ſlide ſlow ſluce
Sm Smart ſmell ſmile ſmutch
Sn Snake ſneeſe ſnit ſnort ſnuff
Sp Spade ſpeck ſpice ſport ſpurt
Sq Square ſquibe
St Start ſtep ſting ſtock ſtuff
Sw Swarm ſwet ſwift ſword
Th That then this thong thumb
Tr Trade trench trick trot trump
Tw Twain twice two
Wh What when which whom
Wr Wrack wreck write wrong.

Words *of One* Syllable *beginning with three* Conſonants.

Sch School ſchiſme
Scr Scratch ſcrip ſcrole
Shr Shrag ſhred ſhrine ſhrowd ſhrub
Skr Skrew
Spl Splay ſpleen ſplit
Spr Spread ſpring
Str Strange ſtretch ſtrike ſtrong

Thr. Thrawl threſh thrive throng thruſt.
Thw Thwart.

Words *of two* Syllables *beginning with One* Conſonant.

B Bar-ley be-gin Bi-ſhop bit-ter.
C Catch-pole cel-lar ci-der coſ-fin cut-throat.
D Dan-ger de-lude diſ-charge dor-mouſe doub-let dung-hil.
F Fa-ble fer-vent fin-ger for-get ful-fil.
G Gar-land gen-tle gin-ger god-ly gut-ter.
H Hat-chet hedg-hog hin-der ho-nour hurt-ful
J Jan-gle jew-el jol-ly judg-ment.
K Keir-chief King-dom.
L La-bour let-ter li-quid low-ly luke-warm
M Mar-ket mea-dow migh-ty mo-deſt mur-der.
N Nap-kin neg-lect nig-gard no-ble num-ber.
P Pa-per pe-riſh pil-grim Po-piſh pur-ſue.
R Raſh neſs re-deem ri-ver roar-ing ru-ſty.
S Sab-bath ſe-cret ſic-kle ſo-ber ſu-ſpect.
T Ta-ble tem-ple tin-der tor-ment tu-mult.
V Van-quiſh veſ-ſel vi-ſage vo-mit vul-gar.
W Wa-ter wel-com wiſ-dom wo-man.

Y Yaw-ning yel-low.
Z Zea-lous.

Words *of two* Syllables *beginning with two* Conſonants.

Bl Blaſt-ed ble-miſh bli-ſter block-head blu-ſter.
Br Bram-ble breed-ing bri-dle bro-ther bru-tiſh.
Ch Cham-ber che-riſh chim-ney cho-ſen churl-iſh.
Cl Cla-ret clenſ-ing cli-mate clo-ven clu-ſter.
Cr Crab-bed cre-dit cri-tick crot-chet crup-per.
Dr Dra-gon dreſ-ſer drink-ing drop-ſie drun-ken.
Dw Dwel-lers dwel-ling.
Fl Flagrant flet-cher flit-ting flow-er flu-ent.
Fr Frag-ment fren-ſie fro-lick friſ-ſed fru-ſtrate.
Gl Glan-cing glea-ning gli-ſter glo-ver glut-ton.
Gn Gnawing.
Gr Great-neſs grin-ding groa-ning grudg-ing.
Kn Kna-viſh knee-ling knit-ting knock-ing knuc-kle.

Pl

Pl Plat-ter plen-ty pli-ant plot-ting plun-ged.

Pr Pra-ctice pre-face pri-vate pro-miſe pru-dent.

Sc Scab-bard Sce-pter ſci-ence ſcor-ched Scul-ler.

Sh Sharp-neſs ſhel-ter ſhin-gle ſhort-neſs ſhut-tle.

Sk Skil-ful skir-miſh skit-tiſh.

Sl Slab-ber ſlen-der ſlip-per ſloath-ful ſlum-ber.

Sm Smat-ter ſmel-ling ſmi-ling ſmoak-ing ſmutch-ing.

Sn Snatch-ing ſnee-ſing ſnort-ing ſnuf-fing.

Sp Span-gle ſpen-ding ſpi-der ſport-ful ſpur-ning.

Sq Squea-miſh ſquea-king ſquir-ril.

St Stag-ger ſte-ril ſtick-ler ſto-mach ſtub-born.

Sw Swal-low ſwel-ling ſwift-neſs.

Th Thank-ful there-fore thin-king.

Tr Tranſ-port tren-cher trim-neſs trou-ble Trum-pet.

Tw Twen-ty twi-ſted two-fold.

Wh Whale-bone Wher-ry whiſ-per whol-ſome.

Wr Wran-gle wretch-ed wrinc-kle wrong-ful.

Words of Two Syllables beginning with three Conſonants.

Sch Scho-lar
Scr Scri-pture ſcru-ple
Shr Shred-ing ſhrik-ing ſhrove-tide
Spl Splen-dent
Spr Spread-ing ſprink-ling
Str Strang-ling ſtretch-ing ſtrip-ling ſtrug-gle ſtrum-pet
Thr Thral-dom threſh-ing thir-ſty throw-ing thruſt-ing
Thw Thwart-ing

Words of Three Syllables beginning with One Conſonant.

B Bar-ri-ſter be-ne-fit Bi-ſho-prick bot-tom-leſs bur-gla-ry
C Ca-the-dral cer-ti-fie cir-cum-ſpect com-prehend cu-ſto-mer
D Dan-ge-rous de-li-cate diſ-bur-den do-na-tive du-ti-ful
F Fa-mi-ly fer-vent-ly fir-ma-ment for-ti-tude fur-ther-more
G Gar-ri-ſon Gen-tle-man gid-di-neſs go-vern-ment guil-ti-neſs

H Har-bin-ger He-mi-ſphere hi-ſto-ry hoſ-pital huſ-ban-dry

J Je-ho-vah jour-ny-man ju-bi-lee.

K Kil-der-kin

L La-zi-neſs le-pro-ſie li-ber-ty loy-al-ty lu-na-tick

M Ma-gi-ſtrate me-di-cine mi-ni-ſter mo-nu-ment mul-ti-tude

N Na-tu-ral ne-ther-moſt nig-gard-ly no-ta-ble num-ber-leſs

P Pa-ti-ente per-ſe-cute pil-gri-mage po-ver-ty pu-niſh-ment

R Ra-di-cal re-com-penſe righ-te-ous rot-ten-neſs run-na-gate

S Sa-cra-ment ſe-pul-chre ſyl-la-ble ſo-phi-ſter ſu-ſte-nance

T Ti-mo-rous tor-men-ted tur-pen-tine

V Va-li-ant ve-ri-ty vi-cto-ry vo-lu-ble vul-gar-ly

W Wan-de-rer wel-tring wil-der-neſs wor-ſhip-ful

Z Zo-di-ack

Words of three Syllables beginning with two Conſonants.

Bl Blaſ-phe-mie ble-miſh-ed

Br Bre-vi-ty brit-tle-neſs bub-liſh-neſs

Ch Cha-ſti-ty che-riſh-ed chi-ef-ling cho-le-rick chur-liſh-neſs

Cl Cla-mo-rous clean-li-neſs cle-men-cy
Cr Craf-tineſs cre-di-tor cru-ci-fie
Dr Drow-ſi-neſs
Fl Flat-te-ry fleg-ma-tick flic-ker-ing flou-riſh-ing
Fr Frank-in-cenſe fri-vo-lous fru-men-ty
Gl Gli-mer-ing glo-ri-ous glut-to-ny
Gr Gra-ci-ous gred-i-ron gree-di-neſs gro-vel-ing
Kn Kna-viſh-ly knot-ti-neſs
Pl Pla-ca-ble plen-te-ous plu-ral-ly
Pr Prac-ti-cal pre-ju-dice prin-ci-ple pro-hi-bit pru-dent-ly
Sc Scar-ci-ty ſcorn-ful-ly ſcur-vi-neſs
Sh Shame-ful-neſs ſhor-ten-ed
Sk Skir-miſh-ing
Sl Slab-ber-ed ſlee-pi-neſs ſlip-pe-ry ſloth-ful-neſs ſlut-tiſh-neſs
Sm Smat-ter-ing
Sn Snatch-ing-ly
Sp Spa-ring-ly ſpec-ta-cle ſpire-ful-ly
St Stam-mer-ing ſtep-mo-ther ſto-ma-cher ſtub-born-neſs
Sw Swal-low-ed ſwee-ten-ed
Th Thank-ful-neſs
Tr Tranſ-pa-rent trea-cle-ry tri-um-phant trum-pe-ter
Wh Wheel-bar-row Whit-ſon-tide whol-ſom-neſs
Wr Wretched-neſs.

Words of Three Syllables beginning with Three Consonants.

Sch	Schul-le-ry ſchool-fel-low
Scr	Scri-ve-ner ſcru-ti nie ſcru-pu-lous
Shr	Shrove-ſun-day
Str	Stra-ta gem ſtraw-ber-ry
Thr	Threa-ten-ed

When two or more Conſonants be joyned together in the beginning of a Word, they may not be ſeparated in the middle, as in theſe Examples following.

Bl	Blame. My fleſh trem-bleth.
Br	Breath. Re-mem-brance.
Ch	Church. Miſ-chief.
Cl	Cluſter. Con-clude.
Cr	Crip-ple. Re-cruit.
Dr	Drow-zie. Re-dreſs.
Dw	Dwarf.
Fl	Flou-riſh. De-flour.
Fr	Fro-ward. Re-frain.
Gl	Glad-neſs.
Gr	Ground-leſs. Pil-gri-mage.

But in compound Words each Simple Word muſt

muſt retain its own Letters, as in theſe Examples following.

Miſ-take miſ-lodg miſ-lead diſ-ledge diſ-cloſe diſ-miſs tranſ-poſe cramp-ring.

ble	bi-ble		ls	els	
bs	crabs		lt	melt	
ch	ſuch		lth	health	
ck	black		lve	ſalve	
cle	trea-cle		mb	lamb	
cre	a-cre		mble	thimble	
ct	af-flict		mn	hymn	
dd	add		mp	hemp	
dge	badge		mph	nymph	
dle	bri-dle		mple	temple	
fle	rifle		mpt	tempt	
ft	ſwift		nce	glance	
gh	high		nch	flinch	
ght	thought		ncle	rancle	
gle	bu-gle		nct	con-junct	
gne	ma-ligne		nd	mend	
gs	flags		ndle	can-dle	
leh	belch		ng	wring	
lcht	filcht		ngle	min-gle	
lct	mulct		ngſt	a-mongſt	
ld	bold		ngth	length	
lf	calf		nk	think	
lk	chalk		nſe	ſenſe	
lm	balm		nt	oint-ment	
lp	help		nth	tenth	

ntle	man-tle	rſe	curſe
ple	peo-ple	rſh	marſh
ps	hips	rſt	burſt
pt	ac-cept	rs	trai-tors
pth	depth	rt	hurt
rb	curb	rtle	mir-tle
rble	warble	rth	birth
rch	Church	rve	ſtarve
rd	ward	ſh	gnaſh
rcle	circle	sk	maſk
rdle	far-dle	ſlle	Iſle
rf	dwarf	ſm	ſchiſm
rge	ſcourge	ſp	waſp
rgle	gar-gle	ſs	bleſs
rk	mark	ſt	blaſt
rl	girl	ſtle	thi-ſtle
rld	world	tch	watch
rmth	warmth	tle	cat-tle
rm	harm	ts	guts
rn	burn	xt	fox't
rp	harp	zle	em-be-zle
rple	pur-ple		

Of Diphthongs.

Diphthongs *are to be ſounded together, as in theſe following.*

Ai	Air fair gain trai-tor praiſe
Ei	Ei-ther heifer height

Oi Oi-ſter cloi-ſter
Au Bau-line baud cauſe
Eu Eu-nuch
Ou Out cloud our
Ee Feed ſeed ſleep deep
Oo Food good
Aw Law hawk
Ew Ewer
Ow Own-er know blow
Ea Earth wealth leaven beaſt
Ie Wield ſhield field ſieve
Oa Boat
Ay Say may
Ey Whey prey
Oy Joy an-noy

But in theſe words following, and in moſt Proper Names *throughout the* Bible, *the* Vowels *which do make the* Dipthongs *are to be ſounded ſeverally.*

Ai In La-i-ty Mo-ſa-ick work
Ei In De-i-ty A-the-iſt
Oi In Sto-ick mo-i-ty do-ing
Au In *Ar-che-la-us Em-ma-us Ni-cho-la-us*
Eu In *Al-phe-us Ber-ti-me-us*
Ee In *Az-re-el Be-er-ſhe-ba Be-za-le-el*

Oo In *Boo*ſ Coos Boots
Ea In Be-a-titude Cre-a-tor The-a-tre
Ie In *Da-ni-el E-thi-el* ti-ed e-ſpi-ed

In ſome words all the Letters are not ſounded: as

b Debt doubt lamb kemb comb tomb womb dumb thumb

c Scene ob-ſcene a-ſcent de-ſcend de-ſcent aſ-cer-tain diſ-cern ſcep-ter con-cu-piſcence ſci-a-ti-ca ſci-ence con-ſci-ence diſci-ple di-ſci-pline con-ſci-ous la-ſcivi-ous

ch Schiſm ſchiſ-ma-tick ſchiſ-ma-ti-cal

d Hand-ker-chief hand-maid hand-ſom friendſhip

e Heard heart George

g Raign ar-raign ſo-ve-raign de-ſign re-ſign flegm aſ-ſign

gh high nigh ſigh wrigh thigh cough tough through-ſtraight light might night light bought brought nought thought ſought

h Heir hour gheſs ghoſt John au tho-ri-ty myrrhe cha-rac-ter Che-rub ca-techiim Chriſt chy-rur-gi-on ſe-pul-chre arch-an-gel te-trach Chri-ſti-an cho-lerick ec-cho me-lan-cho-ly pa-tri-arch mo-nar-chy chriſme an-ti-chriſt an-tichriſtian

chri-ſti-an chro-ni-cle ſchool

i Bruiſe ſuit fruit con-du-it cir-cu-it

k Lack ſack neck thick lock luck

l Hol-born ſaul-con calf half balk

n Hymn con-demn con-temn au-tumn co-lumn

o Damo-ſel je-o-par-die yeo-man fe-of-fe gra-ci-ous cou-ra-gi-ous

p Con-tempt ex-am-ple temp-ta-ti-on re-demp-tion per-emp-to-ry

ſ Iſle iſ-land viſ-count

u buy build guard gueſs gueſt guid-die guile guiſe diſ-guiſe

ue Ca-ta-logue league plague de-ca-logue di-a-logue e-pi-logue pro-logue pro-rogue tongue ob-lique re-lique

w ſhad-dow wi-dow

ugh Al-though through-out

e *ſounded as* ee, *in* be me he we peo-ple.

c *before* e *or* i *ſounded as* ſe ſi, *as* ce-re-mo-ny ac-ceſs re-ceive ce-le-ſti-al ci-cum-ciſe cir-cle cer-tain

ge *before* t *and* u *hath always its own proper ſound, as in* get gew-gaw, *and alſo before* ſ *when it makes a diſtinct ſyllable, as in* gueſs, *and* gheſt *or* gueſt, *but* ge *before* d l *and* r *hath ſometimes its own proper ſound, and ſometimes the ſound of* J *conſonant, as in* hang-ed e-ſtran-ged gel-ly geld ſing-er dan-ger ran-geſt ſing-eſt.

gi *before* d g r *and* v *conſonant, in* give, *and ſuch words as are derived from thence, hath al-*

ways

ways its own proper ſound, as alſo Gib-ſon Gif-ford Gil-ford, gill *of a fiſh*, Gil-man, *and ſeveral other proper names*, gim-blet be-gin Ginny gild gilt *or* laid with Gold. *In other words excepting ſome that end in* ging gi *hath the ſound of* J *conſonant, as* Gi-ant gin-ger Gip-ſy i-ma-gine be-gin big-gin gid-die gift gig gig-let gird girl girth.

Ch *is to be ſounded* kee *not* chee, *as in* Scho-lar cho-ler me-lan-chol-ly, *except* Charles, *and all forreign and proper names.*

Ph *in words derived from the Greak and Hebrew, hath the ſound of* F, *as in* Pha-ri-ſee Phi-lo-ſo-phy tri-umph &c.

S *between two Vowels is always ſounded like* z, *as in* ea-ſie bo-ſom &c.

Ti *before a vowel in the midſt of a word is to be ſounded* ſi, *as* E-gyp-tian pa-ti-ence, *but if* ſ *or* x *be before* ti, *it doth retain its own proper ſound, as in* que-ſti-on com-bu-ſti-on mix-ti-on: *as alſo in words that are derived from other words ending in* tie, *as* craf-ti-er *of* craf-ty, lof-ti-er *of* lof-ty, pit-ti-eth *of* pit-ty.

Th *have commonly their own ſound, but ſometimes the ſound of* d, *as in* that the them thence then their there theſe this thine thou though thus fa-thom fa-ther fur-theſt thi-ther wor-thy bro-thel, *and in moſt words of more than one ſyllable ending in* ther thed theth theſt thing.

ble cle dle fle gle ple tle cre gre ſine gne *are to be pronounced as though no* e *were written after*

them

them, thus, bl cl dl fl gl pl tl cr gr ſm gn ; *as in* ſa-bl un-cl fi-dl tri-fl an-gl grap-pl man-tl a-cr a-gr bap-tiſm be-nign.

Uſual *Abbreviations.*

y^e	the	Sch.	Scholar.
y^t	that	Qu.	Queſtion.
w^t	what	Anſ.	Anſwer.
w^ch	which	Obj.	Objection.
y^u	you	Sol.	Solution.
S^r	Sir	Chap.	Chapter.
M^r	Maſter	V.	Verſe.
M^rs	Miſtreſs	Viz.	That is.
Pag.	Page	Lin.	Line.
&	and	&c.	and ſo forth.

ways its own proper ſound, as alſo Gib-ſon Gif-ford Gil-ford, gill *of a fiſh,* Gil-man, *and ſeveral other proper names,* gim-blet be-gin Ginny gild gilt *or* laid with Gold. *In other words excepting ſome that end in* ging gi *hath the ſound of* J *conſonant, as* Gi-ant gin-ger Gip-ſy i-ma-gine be-gin big-gin gid-die gift gig gig-let gird girl girth.

Ch *is to be ſounded* kee *not* chee, *as in* Scho-lar cho-ler me-lan-chol-ly, *except* Charles, *and all forreign and proper names.*

Ph *in words derived from the Greek and Hebrew, hath the ſound of* F, *as in* Pha-ri-ſee Phi-lo-ſo-phy tri-umph &c.

S *between two Vowels is always ſounded like* z, *as in* ea-ſie bo-ſom &c.

Ti *before a vowel in the midſt of a word is to be ſounded* ſi, *as* E-gyp-tian pa-ti-ence, *but if* ſ *or* x *be before* ti, *it doth retain its own proper ſound, as in* que-ſti-on com-bu-ſti-on mix-ti-on: *as alſo in words that are derived from other words ending in* tie, *as* craf-ti-er *of* craf-ty, lof-ti-er *of* lof-ty, pit-ti-eth *of* pit-ty.

Th *have commonly their own ſound, but ſometimes the ſound of* d, *as in* that the them thence then their there theſe this thine thou though thus fa-thom fa-ther fur-theſt thi-ther wor-thy bro-thel, *and in moſt words of more than one ſyllable ending in* ther thed theth theſt thing.

ble cle dle fle gle ple tle cre gre ſne gne *are to be pronounced as though no* e *were written after them*

them, thus, bl cl dl fl gl pl tl cr gr ſm gn; *as in* ſa-bl un-cl fi-dl tri-fl an-gl grap-pl man-tl a-cr a-gr bap-tiſm be-nign.

Uſual *Abbreviations.*

ye	the	Sch.	Scholar.
yt	that	Qu.	Queſtion.
wt	what	Anſ.	Anſwer.
wch	which	Obj.	Objection.
yu	you	Sol.	Solution.
Sr	Sir	Chap.	Chapter.
Mr	Maſter	V.	Verſe.
Mrs	Miſtreſs	Viz.	That is.
Pag.	Page	Lin.	Line.
&	and	&c.	and ſo forth.

Good

Good Sir,

I Have a ſuit from my Sons Mr concerning his *Sch. viz.* that when he hath read a *Chap.* you will oppoſe him with a *Qu.* or two of any *v.* or *lin.* you ſhall think meet; and then out of his *Anſ.* to frame an *Obj.* or two, and by his *Sol.* to try him, *viz.* how he underſtandeth what he readeth; For I perceive by his *Mr.* that a *Sch.* exerciſed in anſwering a *Qu.* propounded, and then giving *Sol.* to an *Obj.* againſt it, ſhall be made not onely more careful to mark the Contents of every *Pag.* and *Chap.* but the better to underſtand and remember every *lin.* and *v.* that he readeth: Let me therefore intreat this kindneſs of you, and I ſhall remain

Your Friend and Servant.

A a B b C c D d E e F f G g
H h I i K k L l M m N n O o
P p Q q R r S ſ s T t U u
W w X x Y y Z z.

A a B b C c D d E e F f G g
H h I i K k L t M m N n O o
P p Q q R r S ſ s T t U u
W w X x Y y Z z.

A a B b C c D d E e F f
G g H h I i K k L l M m
N n O o P p Q q R r
S ſ s T t U u W w X x
Y y Z z.

Thus much concerning the Characters or Shapes of Letters great and ſmall, with the uſe of the ſmall Letters, and the diſtinct Reading of them.

The Capital or Great Letters are used,

1. In the beginning of any Matter.
2. After a Period, or full Point.
3. In Proper Names of all sorts.
4. In Names of Arts, Offices, or any other word of special note in a sentence.
5. In the personal Pronoun, *I*.
6. The Great Letters standing alone shew up Number, do signifie somewhat Proper Name, as at for *Arabum*.
7. In following Numbers, as I, V, L, C, D, M; Numbers they do signify, as set down in the Table following.

Thus much concerning the Characters of Letters great and small, the use of the small Letters, and the manner Reading of them.

The *Numeral Letters*, and *Figures*.

I	1 One	XXX	30 Thirty.
II	2 Two	XL	40 Forty.
III	3 Three	L	50 Fifty.
IV	4 Four	LX	60 Sixty.
V	5 Five	LXX	70 Seventy.
VI	6 Six	LXXX	80 Eighty.
VII	7 Seven	XC	90 Ninety.
VIII	8 Eight	C	100 a Hundred.
IX	9 Nine	D	500 five hundred.
X	10 Ten	IↃ	
XI	11 Eleven		
XII	12 Twelve	M	1000 a Thousand.
XIII	13 Thirteen	CIↃ	
XIV	14 Fourteen	MDCLXXI.	
XV	15 Fifteen	1671.	
XVI	16 Sixteen	One Thousand six Hun-	
XVII	17 Seventeen	dred Seventy One.	
XVIII	18 Eighteen		
XIX	18 Nineteen		
XX	20 Twenty.		

This much for the Capital Letters alſo, as they have relation unto Words or Numbers.

The Capital or Great Letters are used,

1. In the beginning of any Matter.
2. After a Period, or full Point.
3. In Proper Names of all sorts.
4. In Names of Arts, Offices, or any other word of special note in a sentence.
5. In the personal Pronoun, *I*.
6. The Great Letters standing alone or many together, do signifie sometimes a proper Name, as *A* for *Abraham*.
7. In some cases a Number, as these Seven, I, V, L, X, C, D, M: what Numbers they do signify, is set down in the Table following.

The *Numeral Letters*, and *Figures*.

I	1 One	XXX	30 Thirty.
II	2 Two	XL	40 Forty.
III	3 Three	L	50 Fifty.
IV	4 Four	LX	60 Sixty.
V	5 Five	LXX	70 Seventy.
VI	6 Six	LXXX	80 Eighty.
VII	7 Seven	XC	90 Ninety.
VIII	8 Eight	C	100 a Hundred.
IX	9 Nine	⌐D	500 five hundred.
X	10 Ten	⌐IↃ	
XI	11 Eleven		
XII	12 Twelve	⌐M	1000 a Thousand.
XIII	13 Thirteen	⌐CIↃ	
XIV	14 Fourteen	MDCLXXI.	
XV	15 Fifteen	1671.	
XVI	16 Sixteen	One Thousand six Hun-	
XVII	17 Seventeen	dred Seventy One.	
XVIII	18 Eighteen		
XIX	18 Nineteen		
XX	20 Twenty		

This much for the Capital Letters also, as they have relation unto Words or Numbers.

The LORDS PRAYER.

OUR Father which art in Heaven, Hallowed be thy Name, thy Kingdom come, thy Will be done, in Earth as it is in Heaven; give us this day our daily Bread, and forgive us our Treſpaſſes, as we forgive them that treſpaſs againſt us; and lead us not into Temptation, but deliver us from Evil; for thine is the Kingdom, and the Power, and the Glory, for ever and ever. *Amen.*

The CREED.

I Believe in God the Father Almighty, Maker of Heaven and Earth, and in Jeſus Chriſt his onely Son our Lord, which was conceived by the Holy Ghoſt, born of the Virgin *Mary*, ſuffered under *Pontius Pilate*, was Crucified, Dead and Buried; he deſcended into Hell, the third day he aroſe again from the Dead, and aſcended into Heaven, and

and sitteth on the right hand of God the Father Almighty; from thence he shall come to Judge both the Quick and the Dead. I believe in the Holy Ghost, the Holy Catholick Church, the Communion of Saints, the Forgiveness of Sins, the Resurrection of the Body, and the Life everlasting. *Amen.*

EXOD. XX.

The Ten Commandements.

I. GOd spake all these words, saying, I am the Lord thy God; thou shalt have no other Gods before me.

II. Thou shalt not make to thy self any Graven Image, nor the likeness of any thing that is in Heaven above, or in the Earth beneath, or in the Water under the Earth. Thou shalt not bow down to them, nor worship them, for I the Lord thy God am a Jealous God, and visiting the Iniquity of the Fathers upon the Chil-

dren unto the third and fourth Generation of them that hate me, and shew mercy unto thousands of them that love me, and keep my Commandements.

III. Thou shalt not take the Name of the Lord thy God in vain, for the Lord will not hold him guiltless that taketh his Name in vain.

IV. Remember the Sabboth day to keep it holy; six days shalt thou labour and do all thy work, but the seventh day is the Sabboth of the Lord thy God: In it thou shalt not do any work, thou, nor thy Son, nor thy Daughter, nor thy man-servant, nor thy maid-servant, nor thy Cattle, nor the Stranger that is within thy Gates. For in six days the Lord made Heaven and Earth, the Sea, and all that in them is, and rested the seventh day: wherefore the Lord blessed the Sabboth day, and hallowed it.

V. Honour thy Father and thy Mother, that thy days may be long in the Land which the Lord thy God giveth thee.

VI.

VI. Thou shalt not kill.

VII. Thou shalt not commit Adultery.

VIII. Thou shalt not steal.

IX. Thou shalt not bear false witness against thy Neighbour.

X. Thou shalt not covet thy Neighbours House, thou shalt not covet thy Neighbours Wife, nor his man-servant, nor his maid-servant, nor his Ox, nor his Ass, nor any thing that is thy Neighbours.

Prov. 13. 24. He that spareth his rod, hateth his son; but he that loveth him, chasteneth him betimes.

Prov. 22. 15. Foolishness is bound in the heart of a Child, but the rod of correction shall drive it far from him.

Prov. 23. 13. Withold not correction from the Child; for if thou beatest him with the rod, he shall not dye; *v.* 14. Thou shalt beat him with the rod, and shalt deliver his soul from hell.

Prov. 29. 15. The rod and reproof give wisdom, but a child left to himself bringeth his mother to shame.

Eph. 6. 1. Children, obey your Parents in the Lord, for this is right.

Pro. 22. 6. Train up a child in the way he should go, and when he is old he will not depart from it.

[illegible] What my Son? and what the Son of my [illegible]?

[illegible]. Give not thy strength to women, nor thy ways to that which destroyeth Kings.

[illegible] Woe to thee, O Land, when thy King is a child, and thy Princes eat in the morning. *v.* 17. Blessed art thou, O Land, when the King is the Son of Nobles, and thy Princes eat in due season, for strength, and not for drunkenness.

Deut. 6. 7. And thou shalt teach them diligently unto thy children, and shalt talk of them when thou sittest in thine house, and when thou walkest by the way, and when thou liest down, and when thou risest up.

Deut. 32. 46. And he said unto them, set your hearts unto all the words which I testifie among you this day, which ye shall command your children to observe, to do all the words of this Law.

Isa. 3. 12. As for my people, children are their oppressors, and women rule over them. O my people, they which lead thee, cause thee to err, and destroy the way of thy paths.

Isa. 8. 18. Behold, I, and the children whom

the

the Lord hath given me, are for ſigns and for wonders in *Iſrael*, from the Lord of Hoſts which dwelleth in mount Sion.

1 *Cor.* 14. 20. Brethren, be not children in underſtanding, howbeit in malice be ye children, but in underſtanding be men.

Eph. 2. 3. Among whom alſo we had our converſation in times paſt, in the luſts of our fleſh, fulfilling the deſires of the fleſh, and of the mind, and were by nature the children of wrath even as others.

Eph. 4. 14. That we henceforth be no more children, toſſed to and fro, and carried about with every wind of doctrine, by the ſlight of men and cunning craftineſs, whereby they lie in wait to deceive.

1 *John* 3. 10. In this the children of God are manifeſt, and the children of the Devil: whoſoever doth not righteouſneſs is not of God, neither he that loveth not his brother.

Pſal. 94. 12. Bleſſed is the man whom thou chaſteneſt, O Lord, and teacheſt him out of thy Law.

Prov. 19. 18. Chaſten thy Son, while there is hope, and let not thy ſoul ſpare for his crying.

Prov. 9. 10. The fear of the Lord is the beginning of wiſdom, and the knowledg of the holy is underſtanding.

Pro. 8. 13. The fear of the Lord is to hate evill, pride and arrogancy, and the evill way, and the froward mouth do I hate. *Ez.*

Exod. 19. 5. Now therefore if ye will obey my voice indeed, and keep my Covenant, then ye shall be a peculiar treasure unto me above all people; for all the Earth is mine.

Jer. 7. 23. But this thing commanded I them, saying, obey my voice, and I will be your God, and ye shall be my people: and walk ye in all the ways that I have commanded you, that it may be well with you.

Jer. 12. 17. But if they will not obey, I will utterly pluck up and destroy that Nation, saith the Lord.

1 *Pet.* 2. 17. Honour all men, love the brotherhood, fear God, honour the King.

Tit. 3. 1. Put them in mind to be subject to Principalities and Powers, to obey Magistrates, to be ready to every good work.

Rom. 13. 3. For Rulers are not a terror to good works, but to the evil: wilt thou not be afraid of the power? do that which is good, and thou shalt have praise of the same.

1 *Tim.* 2. I exhort therefore, that first of all supplications, prayers, intercessions, and giving of thanks, be made for all men: *vi* 2. for Kings, and for all that are in Authority, that we may lead a quiet and peaceable life in all godliness and honesty.

1 *Tim.* 4. 10. For therefore we both labour, and suffer reproach, because we trust in the living God, who is the Saviour of all men, especially of those that believe.

1 *Tim.*

1 *Tim.* 6. 6. But Godliness with contentment is great gain.

2 *Tim.* 3. 15. And that from a child thou hast known the Scriptures, which are able to make thee wise unto Salvation, through faith which is in Christ Jesus. *v.* 16. All Scripture is given by inspiration of God, and is profitable for doctrine, for reproof, correction, for instruction in righteousness. *v.* 17. that the man of God may be perfect, throughly furnished unto all good works.

Rev. 21. 8. But the fearful, and unbelieving, and the abominable, and murderers, and whoremongers, and Sorcerers, and Idolaters, and all liars, shall have their part in the Lake which burneth with fire and brimstone, which is the second death.

Matth. 19. 29. And every one of you that hath forsaken houses, or brethren, or sisters, or father, or mother, or wife, or children, or lands, for my sake, shall receive an hundred fold, and shall receive everlasting life.

Prov. 5. 1. My Son, attend unto my wisdom, and bow thine ear to my understanding. *v.* 2. That thou mayest regard discretion, and that thy lips may keep knowledg. *v.* 3. For the lips of a strange woman drop as an honey-comb, and her mouth is smoother than oyl. *v.* 4. But her end is bitter as wormwood, sharp as a two edged sword. *v.* 5. Her feet go down to death, her steps take hold on hell.

Pro.

1 *Thes.* 5. 21. Prove all things: hold fa
that which is good.

Act. 17. 11. These were more noble th
those in *Thessalonica*, in that they received t
word with all readiness of mind, and search
the Scriptures daily, whether those things were

Joh. 5. 30. Search the Scriptures, for in the
ye think ye have eternal life, and they are the
which testifie of me.

Gal. 2. 11. But when *Peter* was come
Antioch, I withstood him to the face, because h
was to be blamed.

Jam. 2. 18. Yea, a man may say, thou ha
faith, and I have works: shew me thy faith with
out thy works, and I will shew thee my faith by
my works.

1 *Cor.* 14. 19. Yet in the Church I had ra
ther speak five words with my understanding,
that by my voice I might teach others also, than
ten thousand words in an unknown tongue.

1 *Tim.* 4. 11. These things command and
teach.

Luk. 11. 28. But he said, yea rather blessed
are they that hear the word of God and keep it.

1 *Cor.* 16. 22. If any man love not the Lord
Jesus Christ, let him be Anathema Maran-atha.

THE END.